

# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1948

Girard College, December 31, 1948

*Board of Directors of City Trusts,*

Gentlemen:

The year 1948 was dominated, of course, by the Centennial of the founding of Girard College. The Centennial proceedings are being separately published and will probably be in the hands of those interested before this report appears. We look back over the century with pride and humility; and we look forward with confidence, for we know that the past is a foundation for our present and future. Let us not forget that we celebrated the completion of our first century only because we have ambitions for the second century.

As part of a program to reduce all costs, this report is slightly shorter than usual and all appendices, including the lists of staff and students, have been placed in a separately printed supplement. It is hoped that nothing essential has been omitted and that this report presents such a picture of life at Girard College in the year under review as board members, staff members, alumni, and others customarily look for.

### THE STAFF AND THE STUDENTS

As someone has assured us, "Only weeds unfold just naturally." The writer of this report is deeply gratified with the general excellence of Girard's professional staff and the manner in which these men and women train our boys over the years to become alumni of which any school may be proud.

With genuine sorrow we bade farewell this year to several retiring staff members, including Mrs. Alice J. Courtney, whose work as governess was outstanding until ill-health forced her to relinquish her duties; Mr. George O. Frey, who for so many years

directed our instrumental music department with ability, kindly spirit, and devotion; Mr. Jacob Martin, whom hundreds of alumni remember with affection for his work as Instructor of Electricity; and Mr. Owen D. Evans, whose career at Girard, largely as Superintendent of the Mechanical School, was brought to a notable close this year with his active direction of the Centennial. To assume the headship of the Pennsylvania School for the Deaf, Dr. Edward M. Twitmyer, Director of the Department of Student Personnel, resigned after eleven and a half years of service, during which his new division of our work had exercised a genuinely constructive influence on the Girard College program. He had been extremely useful also in his service on various administrative committees.

Replacements have been made, and the new members of the staff are rendering service characteristic of their older colleagues. It is gratifying to note the outside interests and the cultural activities of our professional staff, including summer travel. They are men and women who know what is happening in the world, and this means that Girard is not immured by its ten-foot wall. Our staff is of first quality and individual members are frequently invited by various professional organizations to participate in panel and discussion groups. In turn, Girard is visited by outside teachers and administrators. In 1949, because of economic pressures and the prospect of a reorganized administrative staff, several members of the administrative group will visit a considerable number of schools outside the Philadelphia area. This year we have kept up our usual contacts with other schools, largely through attendance at educational meetings.

At the inauguration in October of Colonel John Mason Kemper as the eleventh Headmaster of Phillips Andover Academy, an alumnus of Girard College, Mr. Judson T. Shaplin, Assistant Dean of Freshmen at Harvard College, represented Girard College. Similarly, in the same month, Mr. Karl R. Friedmann of our own Faculty represented the College at the 200th Anniversary of the Wilmington Friends School.

Three members of our administrative staff will reach the retirement age within the next nine months. Your board has arranged with them to complete the present school year, and this

is very advantageous to the College. We shall greatly miss Mr. Joseph A. Davis, Dr. D. Montfort Melchior, and Mr. William C. Sparks when they leave the campus. It is also to be regretted that ill-health forces Miss Ethel A. Sipple, Assistant Supervisor of the Elementary Schools, to relinquish her duties.

It is hardly necessary to say that our boys have had a very unusual year. All through the spring many of them were engrossed in the preparation of music and pageantry to be presented during the Centennial Week the latter part of May. They were deeply interested in the pageant presented at the Academy of Music, the play, "Stephen Girard," given by the Philadelphia Bar Association, the Founder's Day celebration at the College, and the visit of the President of the United States, who spoke to all the boys and the members of the staff in the College Chapel. Perhaps the President gave the greatest thrill to the boys of the House group when he visited their living quarters and sat on a bench on the playground with some of the youngest on his knee. In a letter expressing appreciation for the welcome and the hospitality which were extended to him at Girard College, President Truman said, "For me it was a day long to be remembered." Needless to say, the students were fascinated by the nationwide publicity through newspapers, radio, and television which the visit of the President brought to the College.

The two graduating classes were conscious of the distinction of graduating in the centennial year. The celebration also had its impact on the boys just below the Seniors. Their school roster and other scheduled activities were interrupted and changed again and again, but they rose to meet their responsibilities, put their best foot forward, and gave an excellent account of themselves. As far as cooperative spirit and general accomplishment were concerned, they were worthy representatives of a century-old school.

The boys' social program is still achieving results. The various special dances, including the Battalion Officers' Ball, the Downbeat Hop held by the musical organizations, and the Dramatic Club Party held following the annual Christmas Play, are well attended. Social instruction has been continued, and an innovation in the program is the holding of "manners classes" for the J-1 group. It is interesting to note that some instruction

that seems "sissy" to freshmen becomes of vital importance to juniors.

As a result of this social instruction, correct introductions are made more easily and the receiving line is no longer a bugaboo. A series of articles have been appearing in the *Girard News* under the title "The Girardian—The Gentleman."

The nativity of the fathers of our boys may be of interest. On April 30, 1948, there were approximately 1000 boys whose fathers had been born in the United States. Of the rest, Ireland (Eire) contributed 14, Italy 111, Germany 18, Poland 27, U.S.S.R. 28, England 10, Austria 6, Hungary 12, Scotland 14, Rumania 5, Lithuania 7, Canada 3, the Balkan Countries, including Greece 5, and Czechoslovakia 10. The countries of nativity represented by the remaining fathers were scattered.

## THE ELEMENTARY SCHOOLS

For the elementary grades 1948 was a full year. Its continued round of events, large numbers of visitors, boy participation in a variety of activities, and exacting faculty assignments kept everybody busy. But the memorable Centennial is believed by our staff to have been a great experience for both the boys and the adults who shared in it. It was followed by no let-down.

A great many librarians and teachers, from both Philadelphia and out-of-town, visited the Elementary Library-Laboratory. The elementary school library, so essential to a good school, is only now developing in many communities.

The Elementary Schools of Girard have made wide use of sound moving pictures as teaching aids. Sound films are borrowed or rented. Last year forty-nine films were borrowed, and this year we received one hundred and three pictures from outside sources. This method of securing films is much less expensive than buying them outright and offers a wider choice.

Of the elementary classrooms the head of the Art Department observes: "The atmosphere in which the Girard boy spends his day is most important, and our teachers have worked hard over the little individual touches which make their rooms attractive. As I think back over the years and remember the tan walls and dark

brown woodwork, the stationary desks and bare windows, I feel that we have come a long way in creating pleasing and attractive interiors."

But this is only one of the changes which have marked the progress of the Elementary Schools. The coming year will see the retirement of Miss Ethel A. Sipple, Assistant Supervisor of Elementary Schools, after a period of service which spans almost three decades. She has witnessed and taken part in the steady development of philosophy, curriculum, and method in the elementary grades. With her will go memories of major changes not now recalled by anyone else. For this reason Appendix J contains a historical summary prepared at the request of Dr. Cooper, who says of her: "Her service here embraces the climax and leveling off of the progressive education movement in this country. Furthermore, as a continuous student at Teachers College, Columbia University, she was hard by the crucible that tested the idea and its tangents. Miss Sipple is exceedingly intelligent and able; she also has the capacity to win the complete respect of those whose work she supervises. Furthermore, she has maintained a pedagogical flexibility. It might with fairness be stated that she is of the caliber necessary to evaluate educational thought, select the best of it, and feed that choice into a balanced curriculum which steadily moved forward. Her most notable work has been the guidance of young teachers into sanely modern procedures of teaching preadolescent boys."

Dr. Cooper, who becomes Vice-President of Girard College at the same time that Miss Sipple retires, further states: "The department, under new leadership, should continue to develop old activities and strengthen standards. There will be added emphasis on 'doing without' and a call for ingenuity to achieve goals without spending money; our teachers are the kind that can meet these requirements... In the past our physical handicaps of space and equipment have been equalized by the excellent teaching of smaller classes. The next challenge is closer integration with the secondary level without sacrifice of slowly developed strengths... A wider field will in no wise change our concept that elementary education is much more important than too many intelligent people have grasped... We dedicate the future to helping the

administration steer the College into the line of the great boarding schools whose service to American youth is by no means ended."

## THE HIGH SCHOOL

In his last official report as Principal of our High School, Dr. Melchior notes: "The first half of the year was stamped with the significant word — *Centennial*. Every part of our institution bent its energies toward making this one-hundredth anniversary a great success, which it really was. Our regular academic work suffered very little, and much of our vocational work was stimulated and motivated by Centennial projects."

The Student Council of the High School has done commendable work in 1948. This organization, under the leadership of Mr. Friedmann, is a very potent force in crystallizing student opinion, makes many worthwhile suggestions, and is helpful in carrying out minor administrative details.

Our boys are encouraged to do a great deal of reading. They are allowed to read for credit almost anything that appears in our library. The feeling is that as they develop the habit and love of reading, they will more readily take on material of real literary value. Our experience is that such is the case. Another important phase of the work of the English Department is in the area of audio-visual development. The various dramatic activities of 1948 were notably successful, and Mr. Andrews and the other members of the English Department may well feel proud.

The head of the Science Department reports definite revision and enrichment of all the science courses. There are so many developments in the areas of chemistry and physics that textbooks are not adequate, and much pamphlet and mimeographed material is necessary.

The prime objective of the Mathematics Department this year has been to adjust the subject matter to the needs and the abilities of the students. The Orleans geometry prognostic test has proven very useful in determining which boys shall take geometry and which shall pursue general mathematics.

Boys frequently report that the study of French and Spanish has helped them materially in English grammar, general literature,

creative writing, art, history, and geography. It has also developed in them a greater tolerance and appreciation of other cultures.

One might think that the preparation for the Centennial would have disrupted much of the routine work of the Mechanical Department. On the contrary, Mr. Hatcher reports that whatever special work was necessary for the anniversary activities was of real educational value. Supplies for the shops are now easier to obtain.

In art the study of the history of painting and sculpture has been much enriched by the use of new Kodachrome slides on modern art, a new small projector, and good screen.

The high spot in the year 1948 for the Battalion was, of course, the opportunity to parade and drill before the President of the United States. This was indeed a high honor—one our boys will never forget. The President's happy relationship with the boys endeared him to all of them. On this occasion the President presented the Battalion with a new set of colors provided by the Girard Alumni.

### GIRARD'S "ZEAL FOR DEMOCRACY"

Last year the national Office of Education became interested in learning of good school practices which helped to develop a "zeal for democracy" in young people of all ages.

It occurred to us that because of a century's experience in giving a training for citizenship based on Girard's own "zeal for democracy," his foundation provides an unusual example of what can be done. Instead of providing one course or a textbook on democracy, Girard College affords training for democracy, both in classrooms and in out-of-school life, continuously from the first grade of the elementary schools to graduation from high school. Appendix K is a statement written by Dr. Morris Wolf, head of our Department of Social Studies, concerning teaching "zeal for democracy."

Stephen Girard, French by birth, a merchant, mariner, and banker by vocation, was an outstanding American patriot. He was primarily responsible for financing what has sometimes been called the Second War of Independence against Great Britain. During the latter part of this war of 1812 he restored the credit

of our nation at a very critical period when the Treasury of the United States was practically without funds. When he died, Girard blessed his adopted country in his establishment by bequest of a unique educational institution for American boys.

Your Board has administered Girard's notable Will with great fidelity. The Faculty of Girard College has been equally zealous in carrying out the expressed wishes of the Founder, among which was the following: "And especially, I desire, that by every proper means a pure attachment to our republican institutions and to the sacred rights of conscience, as guaranteed by our happy constitutions, shall be formed and fostered in the minds of the scholars."

It is this clause from the Girard Will which provided the basis decades ago for our whole program in the training of responsible citizens—citizens who have, as Stephen Girard had, a "zeal for democracy."

### LIBRARY SERVICE

One hundred years ago, when libraries were likely to be associated only with wealth and leisure, Girard College opened its doors to its first students, with a library as part of its educational equipment. A library in such an institution might well have been considered superfluous. It was in no sense a school library as we now use that term, but from that small beginning there emerged gradually through the years a carefully planned library service which now reaches every department of the College.

In the early years the Library served only the officers and teachers of the school. Gradually privileged students were allowed to read books in the Library, but not to withdraw them. By the year 1910 the Library had attained the dignity of a catalogued collection, classified according to the approved Dewey decimal system. It occupied a room of its own with a full-time librarian in charge, and had limited contacts with the school program. Then in 1923, the annual report of the President of the College contained this significant statement: "With the passing of time . . . we have increasingly felt that the Girard College Library is essentially a school organization, and that it will render its largest service as a part of the school activity. . . . In well-managed school libraries



it has been found that the children may be taught to use the library as early as the second or third year, and there is a growing utilization of the library from these early years forward through the high school."

This marked the beginning of an era of planned library development. In the following years the Library staff was adequately increased and given equal professional rating with the teaching staff. A children's department was introduced, and more recently a further service for the younger boys was added in the form of an Elementary School Library-laboratory. The physical advancement of the Library kept pace with its professional development. In 1933 a new Library building was completed, designed and equipped to meet the growing needs of the College community. Likewise, an adequate annual book budget made it possible to meet the increasing demands in service. Today the Library is geared to give adequate service to all departments of the College. The annual statistics presented in Appendix H indicate to some extent how its resources are being utilized.

With the discontinuance of the Post High School classes at the beginning of the year, the Library found itself in full possession of two seminar rooms which had been used for afternoon classes by this group of students. One of these rooms is ideally suited for class project work and is so situated as to allow teachers to bring in classes without interfering in any way with the activities in the main reading room. The other room has been given over to the new Alumni Memorial Music Room, which is a Centennial gift from the alumni association of the College. The room has been richly furnished by the alumni with a rug, several leather arm-chairs, two sectional sofas, appropriate pictures and reading lamps. A handsome blonde mahogany console radio victrola has been installed and several albums of recorded symphonies presented. Low bookcases extend along three sides of the room and certain sections will be converted into cabinets for holding the record collection as it grows. Other sections of shelving are reserved for the Alumni Memorial Library, which already contains many beautifully bound editions of books selected by the various classes and dedicated to their deceased classmates. The remaining bookcases contain the Library's collection of books on music.

This music room is for the use of the boys in the College. It is an expression of the Alumni's deep interest in Girard boys. The older boys use the room at will during their free time. The younger ones may use it under proper supervision. The addition of a music room places our Library once more in the vanguard of school libraries, as one of the most recent innovations has been that of "listening" rooms for the playing of good recorded music.

The extensive use of library books throughout the College presents the problem of their care. The number of books that require rebinding is increasing at an alarming rate. This past year's budget allowed for the binding of about fourteen hundred books. That number had been reached by August. Needless to say we are binding only about one-half the number of books that require rebinding each year.

Higher costs and a curtailed budget decreased some of the activities of the Library even before the reduction in Library staff. In one period at the end of the year, for example, seventy-eight books were added to the collection as compared with two hundred and thirty-one for the same period in 1947. During the entire year approximately nineteen hundred new volumes were purchased at a higher cost per volume than has ever before been paid. The purchases were several hundred volumes fewer than those made in any one of the past five years.

## HOUSEHOLD

The housing facilities in Allen Hall carried a relatively heavy burden throughout the year. As the residence of the upper Senior Class, it had 61 boys in the spring and 79 in the fall.

Following the assignment of high school boys to the five upper houses on more or less of a class basis, described in the President's Report for 1946, a dual system of intramural athletics grew up. Allen, Bordeaux, and Mariner Hall boys compete with the class as a unit, and Merchant and Banker Hall teams represent their houses and compete for the athletic trophy. Banker Hall won most of the more than 850 games played in this Merchant-Banker competition. Some unforeseen problems have grown out of the even distribution of boys to Merchant and Banker Halls on

the basis of age and grade in school, but they will be solved.

After athletics and indoor games, books and other reading material occupied more boys for longer periods than any other single activity. It is always interesting to see a boy who has a few minutes to spare here and there take a book from his pocket and become absorbed in reading. Such boys, and possibly others in a lesser degree, find the truth of the inscription in marble over the main entrance of the Library: "Here lies the history of man's hunger for truth, goodness and beauty, leading him from bondage to freedom."

A tradition was altered at the beginning of the fall term when the hour of the Sunday morning Chapel services was changed from 10.30 to 9.30 o'clock. The change was made primarily to allow the boys to attend the later morning services at the churches of their mothers' choice in the vicinity of the College. The plan worked well, particularly for the older boys. This is an extension of a privilege originally granted about forty years ago.

In recent years the few boys who had lacked adequate spending money have been aided by a Spending Fund established by the Alumni and administered by Mr. James D. White. Small amounts of spending money are made available to housemasters and governesses to be distributed among the boys who need it.

The physical improvements in the Junior School and the House Group carried out in 1947 have made both units better equipped for their purposes for boys, housemasters and governesses. The reduction of expenditures for motion pictures was a distinct loss for the boys of the Junior School, but many free pictures were found after diligent search, and these proved a reasonably good substitute. Another answer to the reduction in motion picture showings may well be the necessity for boys to provide their own entertainment in the form of plays and pageants under the supervision of members of the household staff. This, in times past, has been a popular activity among the younger boys, and being participants in such projects can be much more profitable and wholesome than assuming the role of silent spectators of motion pictures.

The Good Friends playground was resurfaced in the late summer and the use of it was resumed in October. New linoleum

covering for the dormitory floors not only facilitated the cleaning of these rooms, but also added to their appearance. The sound-proofing of the ceiling of the dining room used by the Lafayette boys in the Dining and Service Building was a good investment in lessening the noise which inevitably accompanies meals in a room for 150 younger boys.

## ATHLETICS AND PHYSICAL EDUCATION

A famous British physiologist, J. B. S. Haldane, once stated that the greatest contribution of the British people to political development was the idea of sportsmanship. It was, in his opinion, more important than parliamentary government. In his statement there may be some exaggeration, but the fact remains that when men lack a moral compulsion to behave in a sportsmanlike manner, the freedom which we all crave soon disappears. Sportsmanship is not an inherited characteristic, but an acquired tendency. At Girard considerable additional stress has been placed upon the teaching of sportsmanship during the past year. All athletic squads have been briefed in the importance of treating one's opponent fairly. Spectators have been cautioned about cheering, booing, and horseplay. The Athletic Council has taken the discussion back to their several houses, and the results have been gratifying. Visiting teams readily state that they enjoy playing at Girard despite the natural partisanship of our rooters.

A minority of our boys need corrective gymnastics; this year there have been 189 cases of physical irregularities, of which 96 have been returned to normal activity. As usual, the disabilities were weak arches, kyphosis, scoliosis, lordosis, and relaxed posture. There are at present eleven boys who are, for reasons of health, confined to the campus, and these boys on the restricted list are under the supervision of the Teacher of Corrective Gymnastics. The results are excellent.

Frequently interscholastic athletics are subjected to considerable criticism because they tend to develop an athletic aristocracy of less than two per cent of the student body, and deprive the remaining ninety-eight per cent of supervision, coaching, or proper athletic equipment. But at Girard a large number of teams play intramural schedules, and the time given to varsity coaching is

restricted. All boys who are not physically restricted are on some athletic teams, and no boy who wishes to engage in competitive sports is without opportunity. Class teams, house teams, section teams, and special group teams provide ample opportunity for athletics, and the number of games and meets played in a year is surprisingly large.

Yet, in spite of an intramural athletic program that has drawn considerable attention, Girard's varsity teams have performed very acceptably.

The soccer season of 1948 was from many points of view quite satisfactory. We won six of the eight games in which we participated, tied one, and lost one. The squad contained 55 boys, and the players who will remain in the College next autumn will form a desirable nucleus with which to work in 1949. The teams played were those of Hill School, Reading High School, Olney High School, United States Naval Academy Junior Varsity, Northeast Catholic High School, Swarthmore College Freshmen, University of Pennsylvania Junior Varsity, and Westtown School. Like the Gymnastic Team, the Soccer Team was entertained at the United States Naval Academy at Annapolis, where it played the Junior Varsity to a 1-1 tie. The boys had time to do some sight-seeing and were greatly interested in the Naval Academy program.

The record of the Gymnastic Team has been consistent and satisfactory. Meets were held with Northeast High School, Central High School, Dobbins Vocational School, Bartram High School, Olney High School, United States Naval Academy Freshmen, Franklin High School, Germantown High School, Bok Vocational School, and Lower Merion High School. Of these ten meets the College won nine and lost one. The high point of the season was a week-end trip to the United States Naval Academy at Annapolis, where the boys were royally entertained, and where they were in competition with the team representing the Naval Academy plebes, or freshmen. This meet was very close but was won by Girard. The number of boys on the varsity gymnastic squad was eighty-one. Much of the routine practice was handled by squad leaders under the supervision of the gymnastic teacher.

The Baseball Team played ten games and won eight. One of the two games lost was with the Girard College Alumni, who won 2-1. It was limited to five innings, in order that the members of the teams might take part in the activities of Founder's Day. Girard also lost to George School. Among those it defeated were Haverford School, Hill School, Episcopal Academy, Williamson School, Benjamin Franklin High School, and Westtown School.

The record of the Basketball Team was not entirely unsatisfactory. It played eleven games, winning five and losing six. Three of the games lost were very close, two being lost by one goal and the third by three goals. The team did not reach its stride until late in the season, so it had to bow to the superiority of teams representing Haverford School, Episcopal Academy, Penn Charter School, Germantown Friends School, Friends Central School, and the Pennsylvania School for the Deaf.

The Track Team won only two of its nine meets and blamed its difficulties on the fact that track is a spring sport and rehearsals for the Centennial Pageant took much of the practice time, but it was necessary to go through with commitments made to other schools. The Fencing Team won four of its ten meets and also felt that the Centennial Pageant practice furnished its excuse for not doing better.

The Swimming Team had a satisfactory record during the year, winning seven of its ten meets. The team lost to the University of Pennsylvania Freshmen and Haverford School, tied the Temple University Junior Varsity, and defeated George School, Westtown School, Valley Forge Military Academy, Allentown High School, West Catholic High School, Reading High School, and Temple University Freshmen.

In connection with our regular swimming work, it is interesting to note that approximately ninety thousand boy hours are supervised in the swimming pools each year, and this number, multiplied by the more than thirty-three years during which the pools have been in operation, makes a total of approximately three million boy hours. This attendance has been so supervised that there has not been any serious accident, a record for safety and efficiency which is by no means unimportant.

## THE HEALTH SERVICE

Girard College has turned out classes physically far above the average when compared with the Army draftees with whom they must compete upon graduation. The most serious of our health problems is rheumatic infection, and it has given us much concern for a number of years. As of today, there are fifty boys who are either actively rheumatic or are in an arrested stage. There were seven new cases this year and three recrudescences. The number of new cases indicates an incidence slightly higher than is found in the community as a whole, where the malady frequently escapes diagnosis. Two of these boys were admitted to Girard in the active sub-acute stage.

There was the usual incidence of children's diseases including seven cases of scarlet fever. There were three boys in the College this year with epilepsy, one of whom was graduated in June. There is one boy with diabetes. One boy developed poliomyelitis while on his summer vacation. There were six appendectomies without fatalities. In fact, there were no fatalities from any cause during this year. This further depresses the already low death rate for the last ten years.

The statistical report for 1948 appears as Appendix G. The writer of this report fully concurs in the tribute which the Director of the Health Service pays in his report to the loyal and faithful service rendered by the Infirmary personnel to the general well-being of the Girard boys.

## THE DEPARTMENT OF STUDENT PERSONNEL

Dr. Edward M. Twitmyer resigned as Director, effective August 31, 1948, to become Headmaster of the Pennsylvania School for the Deaf and was replaced by Mr. John R. Kleiser, formerly a member of the Psychology Department and assistant to the Personnel Officer of the College at the University of Pennsylvania.

The admission procedure has remained essentially the same with one notable exception, the substitution of the 1937 revision of the Stanford-Binet Scale for the establishment of the I.Q., in

place of the 1917 edition. More boys have been examined for admission this year than in any other year since the Department was created, except in 1940. The larger application list has permitted greater selectivity. By selecting abler boys, we can expect a return commensurate with the money and skill which are invested in them. For this reason, efforts to maintain a high application rate should be encouraged. Such efforts will become increasingly necessary as the publicity effects of the Centennial celebration become progressively weaker. Right now we have the problem of handling the boys admitted during the slump in applications. Quite a few of the boys referred to the Department of Student Personnel for scholastic difficulty and behavior problems are the ones previously admitted to meet the quota. And, as these boys move on into High School, we anticipate that the problem will be increasingly acute.

One important change made in September was the divorcing of disciplinary functions from the Department on the grounds that counseling and disciplining are incompatible. For this reason the Director was removed as a voting member of the Committee on Review, but continued to attend its meetings to present facts about the boys under consideration and, in a sense, to represent their interests. This change was publicized by talks with teachers and household groups and in the High School assembly. A corollary to this attitude is the invitation by the Director to the boys to come into the office voluntarily, and the results of this have been increasingly gratifying. This kind of situation is healthy therapeutically since a person seeking help is more likely to accept it than one upon whom it is forced. Moreover the Department has begun the practice of having repeated interviews with the same boys. Very often material is brought forth after several interviews which is withheld on the first one. This method has also been used as a preventive device in potential behavior problems.

In general, the procedures for vocational guidance and course selection in the High School have remained the same. However, some changes have been made this fall in the testing procedure. A new test is being used to cover an area previously not treated in a quantitative way. This is the Kuder Preference Record, a vocational interest test that measures the relative interest in nine vocational areas: mechanical, computational, scientific, per-



uasive, artistic, literary, musical, social service, and clerical. It is, of course, well recognized that interest patterns are ~~an important~~ factor in determining success in both educational and vocational pursuits. One result of these changes is that the group testing now consumes four and one-half hours in two sessions, rather than three hours in one session. No change has been made in the individual testing.

The procedure for handling speech cases has been changed somewhat. Miss Jones has been instructing the boys from the Middle and Junior Schools, while the Director has been working with those from the High School. During the fall term the stutterers were subjected to Group Therapy; that is, they were treated in small groups rather than singly. This was not entirely a matter of expediency, but rather grew out of the experience of psychotherapists during the war, which indicated that the interactions between members of a group have valuable therapeutic effects. The attack on the problem has been a bipartite one; on the one hand, we work with speech symptoms and, on the other, try to get at the basic personality disorder. It is now generally recognized that stuttering is not merely an improper habit pattern, but rather the manifestation of an emotional problem. During the year there were 31 speech defect cases, 19 of whom were diagnosed as stutterers and 12 of whom have articulatory defects. There have been 72 group lessons with the stutterers, or 632 student lessons in the group program. Articulatory defects have been handled on an individual basis, and there have been 196 individual lessons.

Six boys were enrolled in the Remedial Class at the opening of the year 1948. During the year 25 boys were admitted to the class. Four of these came to this class for the second time, two of them returning for disciplinary and two for scholastic difficulties. Fourteen have been returned to regular classes, four have been separated from the College, and the other seven are continuing in the Remedial Class at the close of the year. It is to be regretted that for financial reasons the work of the class must be terminated at the end of the school year 1948-49.

During the year a total number of 33 boys were seen by the psychiatrist for 187 consultation or treatment interviews. Four-

teen of these were new cases. During the year he held one lecture seminar with the members of the Household Association. It is suggested that the Household staff, and perhaps the teaching staff, hold discussions among themselves concerning personality development and behavior reactions. This would undoubtedly aid the participants in finding the practical means of handling adjustment problems, as well as provide a means of stimulating their interest in discussion and study. The psychiatrist has been impressed this year by the number of boys who show only borderline capacity in motivation or adjustment. If such boys in lower median groups continue to be admitted, an increased number of learning and behavior difficulties must be expected. The boys in question were admitted during a period when the application list was short.

### ADMISSIONS AND PLACEMENT

The Centennial, with all its accompanying publicity, favorably influenced the application picture. The new applicants registered during the year 1948 numbered 316 Pennsylvania-born boys and 153 boys born outside the state; this figure shows quite an increase as compared with 255 and 81 respectively for 1947 and 195 and 23 respectively for 1946. The number of applications as of December 31, 1948, from which vacancies can be filled in February is 349, a large total as compared with the following figures for the same date in the years indicated:

1947—	183
1946—	127
1945—	164
1944—	175

This condition makes it possible to be more selective.

But we should not be too satisfied with the size of our application list, especially if we have in mind the continuation of our present large enrollment and the maintenance of selective admission. The fact that the bulk of the 1948 increase in applications came during the first six months of the year and noticeably decreased again in September, October, November, and December, supports the theory that this year's favorable picture

resulted from the increased publicity and personal contacts during the Centennial.

Placement figures for 1948 closely resemble those of the previous year, for again there were more positions available than Girardians to fill them. Most alumni were gainfully employed; some sought the aid of the Department of Admission and Discharge in making changes to more lucrative positions. The graduating classes of January and June provided our major source for partially meeting employers' demands. Clerical opportunities in the financial, manufacturing, and distribution fields outnumbered graduates available in these classes by approximately six to one. Graduates specializing in the mechanical trades were more slowly absorbed by employers. Some boys were definitely not interested in pursuing the trade they had studied. Obviously, these are conditions which merit consideration in connection with curriculum studies.

A committee, composed of Messrs. Bowman, Hatcher, and Pritchard, is functioning to revise present descriptions of our vocational courses. This study may lead to a broader consideration of the effectiveness of our vocational curriculum as it now exists. The career panel of alumni, under the able leadership of Mr. William Gauer, '22, a trust officer of the Fidelity-Philadelphia Trust Company, continues to perform an excellent service to Girard. It meets with sophomores and seniors twice yearly and holds a final informal session with the graduating class in Allen Hall. The experience and the sound advice which these men bring to undergraduates are important, and the students are both eager and receptive.

## ALUMNI

Girard alumni were attending approximately a hundred colleges and universities this year. The list of these institutions shows the wide geographic distribution of Girardians giving full attention to furthering their education. We were able to obtain the records of 278 alumni. Of the 1502 grades which they received 60.5% were "A's" and "B's", while the remaining were all "C's" and "D's", which are also passing grades, with the exception of 1.2% of the total which were failing grades. This is

again a very gratifying record. During 1948, seventy-two Girard men were aided by the endowment funds under the supervision of the Board of Directors of City Trusts. This assistance totaled \$8675. Loans from the Alumni Loan Fund totaling \$3065 were made. Last year \$1775 was returned, this year \$2377.20.

The participation of the alumni organizations in the Centennial is shown in the official Proceedings of the Centennial and also in a pictorial brochure issued by the alumni committee. There were important gifts made to the College by various alumni groups, such as furnishing and equipping the Alumni Memorial Room in the Library and defraying the cost of the Centennial film. By a Deed of Trust to be administered by the Board of Directors of City Trusts, Mr. Harry W. Githens, '95, acting on behalf of himself and the two sons of his brother, the late Sherwood Githens, '96, set up as a memorial to Sherwood Githens a first and a second prize of \$7.00 and \$3.50 respectively to be awarded semiannually to the members of each graduating class who have done outstanding work in public speaking. The first pair of prizes was awarded to two members of the June graduating class.

For a decade or more there has been a growing interest in the College on the part of both individual alumni and alumni groups, and the development of interest in the needs of the College was considerably accelerated by the Centennial Celebration. This very gratifying situation naturally resulted in some projects sponsored by individual alumni groups, every one of which was in the interest of our boys. To study and further these laudable efforts of the alumni to express their generosity to their Alma Mater, the formation of a small Council for Alumni-College Affairs is being considered.

## THE SUMMER SCHOOL

The names of the summer school staff, somewhat fewer in number than in 1947, are listed in Appendix C. There was careful coordination of the work of the summer school with the work of the regular school year. Visits made by Dr. Cooper, Mr. Davis, and Mr. Sparks did much to establish good relationships and understanding with the faculty. The Principal of the summer school

attended a meeting of the high school faculty on the last day of the spring term and the President of the College met with the summer teachers at the beginning of their work. The records turned over to the summer school by the Middle School, the Junior High School, and the Senior High School were in excellent shape, and there was no delay in organizing schedules and rosters. The card for each boy provided by his regular teachers outlined plans for his work and gave information about his characteristics and work habits.

The boys themselves seem to have had a profitable summer, and the Principal of the summer school comments: "Excellent reports have been received on the deportment and attitude of the students. The boys seemed glad to see us and entered into all phases of their summer school work with more evidence of enjoyment and appreciation than we have previously experienced." Appendix F shows the divisions of the summer enrollment.

Sixty-three boys took high school subjects in the tutoring group. Of these sixty-three boys, seventeen took one subject, forty-four took two subjects, and two took three subjects. All work taken was in academic subjects. One boy took English although confined to the Infirmary. Except for those on a restricted list, those who had three subjects, and those who requested certain changes in the roster pattern, all boys were given one period in the Armory and one in the pool. The Middle School tutoring group numbered fifty boys grouped according to age and remedial needs. Students who were referred to summer school for "skipping" were placed together in one class. Thus, each tutor had a somewhat homogeneous group classed according to ability. The tutors studied each one of these younger boys objectively to determine his specific needs in terms of teaching methods to be employed. In most cases, emphasis was placed upon study skills in number work and language. Much of the failure on the part of the young child to learn can be attributed to poor work habits. Using this as a guiding principle, the tutors stressed methods of checking, proofreading, organization of written work, and good study habits. Thus individual teaching predominated the program.

For the boys who remain in the College for all or part of the summer and who are not assigned to one of the tutoring classes,

special program is arranged in the Activities School. The purpose is to provide some enrichment, considerable recreation, an opportunity for handwork, and healthful relaxation. Classes are organized on the basis of age and any special need. It might be interesting to follow some of the older boys as they participated in the program from 8.45 A.M. to 4.00 P.M. Each morning at 8.45 there was a fifteen-minute program which included organ music, bible reading and prayer. At the request of the boys, there were many community sings of popular and classical songs, which were arranged according to themes. To illustrate, the Bastille Day program of July 14 traced the growing friendship of the United States and France. In sharing their work with the rest of the summer school, several classes presented programs in the auditorium. From the Armory came a tumbling exhibition, for example, and from the music room came a drumming presentation. Unusual in their inception and execution were some programs given by the high school boys. First, they presented a rhythm orchestra. Finding that successful, they organized a chorus with boys as conductors, and sang light operatic airs to the keen pleasure of the rest of the assembly. It is worthy of note that the boys were critical of their own work and practiced until their performance was of high quality.

At 9.00 o'clock these boys reported to the Armory. During the first half hour, planned activities took place. For the remainder of the hour the boys chose their activity. The type of program evidently appealed to the boys because on many occasions they chose to continue with their planned activity until the end of the period. The older boys especially enjoyed the instruction in the sport fundamentals, including wrestling, while the younger boys had lots of fun with new playground and gymnasium games. The game of deck shuffle board was new this year and proved to be popular with all of the boys. With the type of organization and grouping used in the Armory it was possible to have many contests and tournaments. Although these special events were generally planned, many times they were spontaneous. Special emphasis was given, this summer, to the development of a leaders' group. These boys were selected and trained to play, officiate and take general charge of small groups of boys in the Armory

and the playground. It was very interesting to see the special effort on the part of the younger boys when one of the older boys encouraged them in an activity.

The so-called enrichment period for the nontutoring older boys from ten to eleven o'clock developed along three lines: cartooning, dramatizing the political conventions held in Philadelphia, and going on selected excursions. With a radio and television background of the two conventions, the boys decided to plan and conduct one of their own, and with many of the elements of fanfare and excitement of a regular convention they nominated a candidate for the position of President of the United Halls of Girard College. The carefully planned program of outside trips was carried out economically. Each trip had a definite purpose, and among the buildings visited were those of the General Electric Company, the Franklin Institute and Fels Planetarium, City Hall, the Southwark plant of the Philadelphia Electric Company, and the Ford Assembly Plant at Chester.

Almost every boy went to the handwork class from eleven to twelve o'clock with the idea that he was going to make some useful article. The motivation for this work is usually the boy's desire to make something to give to his mother, to make something for himself, or to construct something at the request of an adult. For themselves, many of the boys make boxes in which may be kept small personal belongings. This year, a number of boys made traps, fishing poles, and tackle to take to the College camp. The traps and poles were self-designed.

After lunch the older boys reported to the Armory at one o'clock for rifle practice. This activity was directed by Mr. Howard Conklin on Monday, Wednesday, and Friday of the first six weeks of the summer session. Fifty-seven boys received instruction in the break-down and assembling of a rifle, in aiming, and in firing at targets from different positions. The scores were recorded daily for each boy's targets and as a result it was possible to check improvement. A larger number of boys participated in this activity than in any previous summer. This was largely due to the able organization of the activity by Mr. Conklin.

From two to three o'clock a boy free from tutoring engagements could relax with indoor games, popular magazines, and

he morning newspapers. During the baseball season the boys are always eager to find statistics and other descriptive materials in a number of the baseball magazines. *Popular Mechanics*, *Popular Science*, and other similar magazines furnished descriptions of interesting projects which might be constructed in the handwork period. The Olympics increased interest in reading of records in track and field events. During part of each period the boys participated in individual or competitive quiet games. Of most interest to the older boys were mechanical and electrical baseball, football, and caroms. For diversion they often spent several hours, over a period of days, in completing a game of monopoly, finance, or chess.

There was never any dismissal problem at three o'clock. All boys looked forward to the swim in one of the pools. Once again achievement tests were conducted in both pools. Special attention was given to the nonswimmers and the "just can" swimmers, who daily received individual instruction. As a result, by the end of August there were few boys who could not pass the pool test. In each of the three periods of the summer session, special classes were organized for the restricted boys who could be given no assignments to pool or Armory. At four o'clock the nontutoring boy had completed a day that must have been the envy of his less able classmate who had to make up work in academic subjects.

With the younger boys it was necessary, of course, to plan a type of enrichment program different from the one for the older boys, and many areas of interest grew out of such events as home visits, daily assemblies, assembly guests, current world events, Girard College activities, and the individual boy's wishes and needs. The beautiful "outdoors" of the Girard campus often served as an attractive classroom.

## THE SUMMER CAMP

The long hike of approximately fifty miles, which took three days and two nights, was the most outstanding activity at the Camp in the summer of 1948. Two such hikes were taken with thirty-two boys on each trip under the guidance of an alumnus who was one of the senior councilors. The boys tramped through



the heart of the woods, and used a public highway for no more than two miles. They visited three lakes and spent the first night on the shore of one of these. At the end of the third day, they returned tired but enthusiastic about their adventures.

As usual, there was a sports program which included baseball, volleyball, ping pong, badminton, and archery. Some conditioning was carried on for the autumn soccer season. Tennis is usually one of the summer camp sports, but unfortunately it had to be dropped this year because the three tennis courts, which were under construction, were not completed in time for use.

Saturday, July 31, was celebrated as Alumni Day at the Camp and 125 former students were visitors. At 2.30 P. M. there was a dedication ceremony, during which the Stephen Girard plaque presented by the alumni, was unveiled above the fireplace in the Recreation Hall. The alumni also presented the Camp with a public address system, a very welcome addition to the Camp facilities, for which we are greatly indebted to them. By means of it the Superintendent of the Camp can communicate with the boys and the staff in the different buildings and on the grounds and lake.

The average enrollment figures for both the campus and the Camp during the three summer periods (June 30 to July 22, July 22 to August 13, and August 13 to September 3, respectively) were

College	298	263	168
Camp	195	190	161
	<hr/>	<hr/>	<hr/>
Total	493	453	329

The campus figures for each of the first two thirds include 63 boys in the High School tutoring classes and 57 in the Elementary School tutoring classes or a total of 120. The smallest average enrollment in the third third (329 boys) is a fourth of our total College enrollment, while the largest (493 boys), which falls in the first third, is more than a third of the total enrollment.

#### SPEAKERS

Girard College is indebted to numerous laymen who take time out of busy lives to give inspiring addresses to its boys. At

least two of these have spoken to Girard audiences at different times for a period of more than a quarter of a century. For example, the President's Report for 1922 shows that the Honorable Harry S. McDevitt, who has been with us on numerous occasions, spoke at Girard for the first time on Thanksgiving Day of that year.

Speakers in the Centennial Celebration are mentioned in the Centennial Proceedings. Those who appeared at other times were:

Commencement, January 22

Honorable James H. Duff

Governor of the Commonwealth of Pennsylvania

Founder's Day, May 22

Morning Assembly of Students

Lieut.-Colonel James M. Hamilton, '04

President, Girard College Alumni

Mr. John R. Fulton, '16

Memorial Day, May 29

Captain Edward W. Jacobs, '25

Stephen Girard Post, No. 320, American Legion

Commencement, June 17

Dr. Millard E. Gladfelter

Provost, Temple University

Thanksgiving Day, November 25

Vincent P. McDevitt, Esquire

General Counsel, Philadelphia Electric Company

Sunday morning Chapel speakers were the following:

January 4—Dr. Merle M. Odgers, President, Girard College.

11—Mr. Joseph A. Davis, Superintendent of Household, Girard College.

Mr. John A. Diemand, '03, Board of Directors of City Trusts.

25—Dr. D. Montfort Melchior, Principal, High School, Girard College.

February 1—Mr. Charles E. Bowman, Teacher, Girard College.

8—Dr. Merle M. Odgers, President, Girard College.

15—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York, N.Y.

- 22—Mr. Benjamin F. Severy, Recreation Teacher, Girard College.
- 29—Dr. Theodore A. Distler, President, Franklin and Marshall College, Lancaster, Pa.
- March 21—Mr. Robert T. Anderson, Assistant Chief Engineer, Girard College.
- 28—Miss Juliet E. Stacks, Governess, Girard College.
- April 4—Robert T. McCracken, Esquire, Attorney, Philadelphia.
- 11—Mr. Paul W. Albright, '10, Business Executive, New York, N.Y.
- 18—Mr. H. Birchard Taylor, Business Executive, Philadelphia.
- 25—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- May 2—Dr. Norman E. McClure, President, Ursinus College, Collegeville, Pa.
- 9—Dr. Robert L. Johnson, President, Temple University, Philadelphia.
- 16—Mr. Robert U. Frey, '07, Bank Executive, Philadelphia.
- 23—Mr. E. Elmer Staub, '99, Businessman, Detroit, Michigan.
- 30—Charles P. Larken, Jr., Esquire, Attorney, Chester, Pa.
- June 6—Mr. Frank D. Witherbee, Former Superintendent of Admission and Discharge, Girard College.
- 13—Mr. Emil Zarella, '24, Senior Housemaster, Girard College.
- 20—Mr. Reynolds Joll, Senior Housemaster, Girard College.
- 27—Dr. David A. McIlhatten, Teacher, Girard College.
- July 4—Mr. William A. Yottey, Housemaster, Girard College.
- 11—Mr. Russell M. Leonard, Principal, William B. Mann School, Philadelphia.
- 18—Mr. George F. Humphreys, Principal, Lydia Darrah School, Philadelphia.

- 25—Mr. O. Kenneth Fretz, Housemaster, Girard College.
- August 1—Mr. A. Harold Fluck, Principal, Comly-Jacobs Schools, Philadelphia.
- 8—Mr. Thomas P. Larkin, Principal, John Hancock School, Philadelphia.
- 15—Mr. Charles K. Hay, Principal, John M. Patterson School, Philadelphia.
- 22—Mr. John A. Lander, '40, Housemaster, Girard College.
- 29—Mr. Benjamin Rothberg, Housemaster, Girard College.
- September 5—Mr. Chester B. Sweigart, Housemaster, Girard College.
- 12—Dr. E. Newbold Cooper, Supervising Principal, Elementary Schools, Girard College.
- 19—Harold J. Budd, Esquire, Attorney, Philadelphia.
- 26—Dr. William J. Phillips, Registrar, Ursinus College, Collegeville, Pa.
- October 3—Mr. S. Herman Macy, Superintendent of Admission and Discharge, Girard College.
- 10—Dr. Merle M. Odgers, President, Girard College.
- 17—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- 24—Mr. Henry V. Andrews, Teacher, Girard College.
- 31—Dr. John F. Gummere, Headmaster, William Penn Charter School, Philadelphia.
- November 7—Mr. John P. Dunlevy, Swimming Instructor, Girard College.
- 14—Dr. William C. Dunlap, Teacher, Girard College.
- 21—Mr. George F. Norton, '11, Board of Directors of City Trusts.
- 28—Earl Jay Gratz, Esquire, '22, Attorney, Philadelphia.
- December 5—Dr. John L. Haney, Former President, Central High School, Philadelphia.
- 12—Dr. Cheesman A. Herrick, Former President, Girard College.

- 19—Mr. Owen D. Evans, Former Head, Mechanical Department, Girard College.  
26—Mr. Benjamin Rothberg, Housemaster, Girard College.

## PLANT MAINTENANCE AND BUSINESS OPERATIONS

Inflation has severely affected the work of Girard College. Unlike many other educational institutions and educational systems, we are unable to resort to increased tuition fees, increased tax rates, or increased state appropriations to meet higher costs. Our income has increased despite the limitations imposed upon trusts funds, but the increase in income is far outstripped by the increase in the costs of services and supplies.

As a result, we have been under the necessity of eliminating or curtailing many of the useful services which we consider desirable in order to lower the budget for 1949 under that of the year just passed by approximately one quarter of a million dollars. Boarding schools everywhere, of course, have had to meet this problem of inflated costs. Schools charging tuition fees have adjusted their fees to the change in the purchasing power of money. Such tuition increases have been unavoidable because of the widening gap, in dollars, between what the student pays for his education and maintenance, and what it costs to provide them. Girard, however, has no present alternative but to cut its pattern to fit the cloth and, while recognizing that almost all economies in a contracted program are harmful, make such curtailment or elimination of services as will cause the least harm. Further decrease in income or the value of the dollar would lead to a reduction in the number of boys carried on the rolls.

During the year under review costs again rose. The total actual expenditures for 1948 for the maintenance of Girard College, aside from extraordinary nonrecurring expenditures amounted, according to the Comptroller's statement of December 31, 1948, to \$2,261,994.87, an increase of \$86,222.28 over the corresponding figure for 1947. The average number of students maintained was 1314, which represents an increase of 17 over the figure for 1947. The per capita cost for 1948 was therefore \$1,721.46, an

increase of \$43.92 or approximately 2.6 per cent over the 1947 figure.

Since the amount spent in 1948 for subsistence was \$339,353.17, the per capita cost for subsistence calculated on the basis of boys only, numbering 1314, was \$258.26, or \$.7826 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1314, officers and employees 288, total 1602), the per capita cost is \$211.83, or \$.6419 per day. The per capita cost per day for 1947 was \$.7791 for boys only and \$.6363 if others be included. Thus there were increases in 1948 over 1947 of \$.0035 and \$.0056 a day respectively. In this calculation, as in those of previous years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, since approximately one half of our regular number are supplied with meals during this period.

Reorganizations were made during the year in the service departments and the maintenance force. The Bakery was closed and a policy of purchasing bakery products outside was adopted. The College discontinued its generation of electricity for power and light. These and other changes, such as the participation for the first time in the National School Lunch Program, resulted from the necessity of restricting the College budget in the face of higher costs for materials and services.

Girard College generally is in excellent physical condition because of such improvements in this year and in recent years as the resurfacing of the roads, the resurfacing of the playgrounds, the re-covering of the ground floor of the Armory, the re-roofing of several buildings, the insulating of the Junior School roof, the modernization of equipment in mechanical instruction, the installation of two new boilers in the power house, the modernization of Founder's Hall, the improved exhibition of Stephen Girard's furniture, the resumed use of the House Group, the new floors, the new plumbing and the refurnishing of living rooms in the upper dormitory halls, the improvement of facilities in the Camp, the acoustical treatment of some dining rooms, and the replacement of equipment in some buildings.

## CONCLUSION

The Centennial made 1948 an unforgettable year at Girard College. And now the first year of its second century closes with the institution in enviable condition except in the matter of income necessary to meet current costs. We hope, but there is no assurance, that the next few years will find Girard College not too adversely affected by budgetary problems. Of one thing the writer is sure—the loyalty and devotion of those who are carrying on the work of Girard College, for they have a deep conviction of the importance and worth-while nature of their task. As he goes to various phases of his work, from Board meetings to kitchens, from office interviews to Chapel, from classes to soccer practice, from dormitory visits to battalion drill, from student meetings to staff conferences, the writer is impressed by the character of the men, women, and boys, old and young, who make Girard what it is, from the President of the Board to the "newbies" in the House Group, and he is proud to be associated with them.

Respectfully submitted,

MERLE M. ODGERS,

*President*





## APPENDIX B

### CHANGES IN STAFF IN 1948

#### RESIGNATIONS

Jane B. Otto, R.N., General Duty Nurse	February 29
Sydney Connor, A.B., Teaching Housemaster	March 19
Donald T. Furey, D.D.S., Assistant Dentist	March 31
Edward M. Twitmyer, A.M., Ph.D., Director of Department of Student Personnel	August 31
S. Elizabeth Glatzert, B.S. in Ed., Teacher, Elementary Schools	August 31
Marcella Nissley, B.S., M.Ed., Teacher, Elementary Schools	August 31
Edith M. Rieser, B.S., Teacher, Elementary Schools	August 31
Neal W. Allen, Jr., A.B., A.M., Teacher, Foreign Languages	August 31
Lawrence J. Dietz, B.S. in Ed., Substitute Housemaster	September 7
Robert L. Roberts, B.S., Housemaster	September 8
Elizabeth W. Eather, O.H., Dental Hygienist	October 31
Mary E. Clayton, R.N., General Duty Nurse	November 15

#### APPOINTMENTS

Elsie A. Fletcher, Assistant to Dietitian	January 17
Christina Swartz, Housekeeper, House Group	March 1
Ann Hurlbut, R.N., General Duty Nurse	April 5
Angelo F. Macchia, B.S., D.D.S., Assistant Dentist	April 26
Ralph V. Horning, A.B., A.M., Ed.D., Head of the Department of Music	September 1
John R. Kleiser, A.B., A.M., Director of the Department of Student Personnel	September 1
Mary E. Herkness, B.S. in Ed., Teacher, Elementary Schools	September 1
Frances R. Minnar, B.S. in Ed., Teacher, Elementary Schools	September 1
Kathryn L. Parker, B.S. in Ed., Teacher, Elementary Schools	September 1
Wilfred B. Wolcott, Jr., A.B., A.M., M.S. in Ed., Ph.D., Teacher, Foreign Languages	September 1
Dominic Menta, A.B., Housemaster	September 8
Reed F. Landis, A.B., Housemaster	September 8
Laura M. Coleman, B.S., Governess	September 8
Russel L. Kiscaden, B.S. in Ed., Housemaster	September 20
Grace V. Greenwood, Substitute Assistant to Dietitian	October 21
Katherine McNulty, R.D.H., Dental Hygienist	November 1
Germaine A. Morerod, R.N., General Duty Nurse	December 16

## EXCHANGE TEACHER FROM ENGLAND

Muriel May S. Willott, Teacher, Elementary Schools,  
for Miss Kathryn E. Frazier in 1948-49.....September 1

## RETIREMENTS

Owen D. Evans, A.B., A.M., former Superintendent  
of the Mechanical School.....August 31  
George O. Frey, Mus. Bac., Director  
of Instrumental Music.....August 31  
Jacob Martin, Teacher of Applied Electricity.....August 31  
Alice J. Courtney, Governess.....August 31  
Ruth K. Stouder, Governess.....December 31

## DEATHS

Louisa Lau, Retired Supervisor,  
Department of Domestic Economy . . . . . August 17  
Alice C. Brewer, Housekeeper, Junior School. . . . . December 18  
Minerva R. Saunders, Retired Governess . . . . . December 27

## TRANSFERS

Nancy E. Hutchison, Relieving Governess in Junior School  
to Relieving Governess in House Group and Junior School March 1  
Joseph T. Wileman, Relieving Housemaster in House Group and  
Junior School to Relieving Housemaster in Junior School March 1  
J. Holland Heck, Assistant in Applied Electricity to Teacher  
of Applied Electricity September 1

## CHANGE IN TITLES

Robert T. Anderson, Assistant to Chief Engineer  
to Assistant Business Manager..... December 17  
John H. Smith, Assistant Business Manager to Head,  
Domestic Economy Division . . . . . December 17  
Heywood M. Wiley, Foreman of Laundry, to Assistant to Head,  
Domestic Economy Division December 17

## APPENDIX C

### STAFF OF SUMMER SCHOOL—1948

Principal	Charles K. Hay
Supervisor of Instructional Program	Russell M. Leonard
Supervisor of Recreational Program	Edmund O. Mueller
Supervisor of Recreational Program	Jacob D. Geiger
Supervisor of Auditorium Activities	Bernard G. Kelner
Tutor and Chairman of Tutors of High School Subjects	George F. Humphreys
Tutor of High School Subjects	John A. Nevin
Tutor of High School Subjects	A. Harold Fluck
Tutor of High School Subjects	Charles C. Smith
Tutor of High School Subjects	Louis Labovitz
Teacher of High School Enrichment Program	Thomas P. Larkin
Teacher of High School Enrichment Program	Albert H. Hauber, Jr.
Teacher of Music and Auditorium Activities	Anne Ounan
Teacher of Music and Auditorium Activities	Elizabeth Tweedale
Tutor of Junior High School Subjects	John J. Welsh

### TEACHERS OF RECREATIONAL ACTIVITIES

I. Edward Branhut	Christian Koch, Jr.
Jay E. Geiger	Norman C. Moore

### ELEMENTARY SCHOOL TEACHERS

Reba P. Doyle	Martin J. Warnick
Lillian A. Reece	

ENRICHMENT PROGRAM	HANDWORK PROGRAM
Laura E. Harman	Harold B. G. Bickell
Genevieve M. Quinn	Gertrude M. Ehinger
Norman B. Shrenk	John T. Mladjen
Margaret E. Weigand	E. Woodward Waltz

## APPENDIX D

### GIRARD COLLEGE CAMP—1948

Superintendent of Camp	George B. Diamant
Visiting Camp Physician	Philip F. Ehrig, M.D.
Resident Nurse	Mary E. Bonenberger, R.N.

SENIOR COUNCILORS	JUNIOR COUNCILORS
Paul B. Chambers	Edward Anderson
Randall L. Clark	Edwin M. Baron
Willis B. Jagger	Richard T. Geist
Claude F. Larimer	John Kogut
Manlio Mattia	John C. Lychak
Glenn E. Wolfe	Conrad W. Turner
Harold M. Rappaport	

APPENDIX E  
LECTURES AND ENTERTAINMENTS—1948

*Friday, January 9*

Illustrated Lecture

"Marshland Magic"

Arthur C. LeDow

Story Telling

Mrs. C. E. Smith

*Friday, January 23*

Recital

Ralph Cavallucci, '33, Bass

*Friday, February 6*

Illustrated Lecture

"At Home in South Africa"

Dr. Michael Dorizas

*Friday, February 20*

Lecture

"The Will to Win"

Alice Marble

*Saturday, February 21*

Concert

Westinghouse Male Chorus

*Friday, March 5*

Illustrated Lecture

"Antarctic Experiences"

Dr. Paul Siple

*Friday, March 19*

Lecture

"A Pleasure to Remember"

Don Rose

*Friday, April 23*

Concert

Musical Organizations of the Girard

College Alumni Association

*Friday, October 15*

Concert

The Philco Corporation Band

*Friday, October 29*

Hallowe'en Entertainments

Mystery and Magic

International Brotherhood of Magicians

*Friday, November 12*

Illustrated Lecture

"African Animals"

Dr. Michael Dorizas

*Friday, November 19*

Concert

Kershaw's Royal Singers

*Friday, December 10*

Christmas Concert

Musical Organizations of Girard College

(Concert for Staff and Student Body,

Saturday, December 11, at 7:30 P. M. )

*Friday, December 24*

Illustrated Lecture and Folk Songs

Miss Eileen Borwell

## APPENDIX F

### SUMMER SCHOOL ENROLLMENT—1948

	<i>June 30</i>	<i>July 23</i>	<i>Aug. 16</i>
	<i>to</i>	<i>to</i>	<i>to</i>
	<i>July 22</i>	<i>Aug. 13</i>	<i>Sept. 3</i>
High School Tutoring .....	63	63	—
Junior High Tutoring .....	7	7	—
Middle School Tutoring ....	50	50	—
Activities School	190	176	170
	<hr/>	<hr/>	<hr/>
TOTAL	310	296	170

## APPENDIX G

### HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations and other matters of record for which pupils of the College were under observation in the Infirmary during the year of 1948:

Abscess	5	Laceration	7
Adenitis	8	Measles	47
Asthma	1	Mumps	19
Athletes Foot	4	Myalgia	1
Bronchitis	1	Observation	26
Cellulitis	16	Osgood-Schlatter	2
Chicken Pox	21	Phlebitis	1
Concussion, brain	1	Rheumatic Infection	14
Conjunctivitis	4	Scarlet Fever	5
Contusion	21	Serum Reaction	9
Dermatitis Venenata	6	Sinusitis	1
Dietetic Indiscretion	325	Sprain	8
Effusion	1	Staphylococccodermia	2
Enteritis	1	Sudamen	1
Enuresis	6	Upper Respiratory Infection:	
Epileptic seizures	3	Otitis Media, Acute	26
Ethmoiditis	1	Otitis Media, Chronic	1
Foreign Body	4	Pneumonia, lobar	3
Fracture	24	Tonsillitis	2
Furunculosis	3	Upper Respiratory	
Hemorrhage	1	Infection	729
Hirschprung's disease	1	Urticaria	1
Hives	1		
Impetigo	1		
Infections	13		
		<b>TOTAL</b>	<b>1378</b>

### OPERATIONS

Appendectomy - clean	6
drainage	1
Circumcision	84
Felon	1
Incision and Drainage of Abscess	1
Inguinal hernia	3
Impacted Molars	28
Meatotomy	1
Submucous resection	3

Sympathectomy .....	1
Tonsillectomy and Adenoidectomy .....	23
Torek, 2nd stage .....	1

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Total	153
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#### DISPENSARY TREATMENTS

Infirmary .....	16,563
Otolaryngological .....	889
Ophthalmological .....	2,811
Dental .....	13,073

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Total	73,336
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Average number of Hospital days per patient	5
---	---

Average number in the daily census	21.3
------------------------------------	------

### APPENDIX H

The following statistics for the year 1948 present a summary of the work of the Library, including a comparison with the work of the preceding year:

#### BOOK CIRCULATION IN MAIN LIBRARY

Main Department circulation	1948	1947
Boys	12162	14852
Adults	16652	17071
Children's Room circulation	22463	19944
	<hr/>	<hr/>
Grand total book circulation .....	51277	51867

#### ATTENDANCE IN MAIN LIBRARY

Main Department attendance	1948	1947
Boys	29747	34045
Adults	1523	2016
Children's Room attendance ..	15628	16153
	<hr/>	<hr/>
Grand total attendance	46898	52214

## ELEMENTARY SCHOOL LIBRARY-LABORATORY

	1948	1947
Number of films loaned for classroom use	845	642
Number of slides loaned for classroom use	1082	1123
Number of pictures and pamphlets loaned	2141	2978
Attendance of boys for research.....	4515	5522
Attendance of boys for group activities....	5274	3994

### BOOKS ADDED TO THE LIBRARY

Non-Fiction	1080
Fiction .....	837
Periodicals (bound volumes)	0
	<hr/>
Total number of volumes added to the Library in 1948 .....	1917
Total number of volumes discarded and lost in 1948 .....	635
Total accessions to date .....	98775
Total unaccessioned bound volumes to date.....	7165
Total discard and lost to date.....	17270
Total approximate number of volumes in the Library in 1948	88670



## APPENDIX I

### PRIZES AND HONORS, 1948-1949

One key man award was made during the school year, to Larry D. Trexler, Class of June 1948, for the best all-around record in scholarship, athletics, citizenship, and extra-curricular activities. The cash value of the prize (\$50.00) was used by the winner to help defray his expenses at Temple University where he is continuing his education.

The bronze Schoolboy Medal, awarded by the General Alumni Society of the University of Pennsylvania, for high attainment in scholarship, character, and school activities, was presented to Joseph P. Pavlovich.

The scholarship awards to the student in each graduating class with the highest scholarship standing for the last two High School years, were presented by the Girard College Alumni Association and through the Louis Wagner Memorial Fund, as follows:

September—Larry D. Trexler, Class of June 1948—Watch

February—Robert M. Anderson, Class of January, 1949—Portable typewriter

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

- |                        |        |
|------------------------|--------|
| 1. Joseph P. Pavlovich | \$7.00 |
| 2. Horace W. Lane      | \$5.00 |

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded in September as follows:

- |                      |        |
|----------------------|--------|
| 1. George D. Dowden  | \$6.00 |
| 2. James F. Costello | \$4.00 |
| 3. Gerard S. Cusatis | \$2.00 |

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

1. Simon Koumjian (Auto Mechanics) .....\$7.00
2. James R. Rostron (Pattern Making) .....\$5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded in September as follows:

1. Daniel L. Lynch .....\$7.00
2. Bruce C. Spragg .....\$5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

1. Robert E. Bartholomew .....\$10.00
2. Joseph P. Pavlovich .....\$7.00

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

- |                       |              |
|-----------------------|--------------|
| September—Banker Hall | Average 2.01 |
| February—Banker Hall  | Average 1.94 |

The Frank Honicker prize of \$5.00, awarded for the best general record in secretarial studies during the year, was presented in February to James L. Collier of the S-1-2 Class.

The William H. Hoyt, Jr. ('38) and Robert M. Hoyt ('39) Memorial Prizes, established by the mother of these two Gold Star Alumni, who died in service in World War II, were awarded to the two commercial students of the graduating classes ranking first and second respectively in their commercial work during the last two high school years.

September Awards:

1. Larry D. Trexler .....\$7.50
2. William P. Mergo .....\$5.00

February Awards:

1. Robert M. Anderson .....\$7.50
2. Harry A. Pittman .....\$5.00

The Jesse B. Manbeck prizes, established by Mr. Jesse B. Manbeck, '10, for the student in the Print Shop making the best

record for development of mechanical skill and the habits and attitudes desirable in a good printer, were awarded as follows:

September—Vito A. Famiglietti . .	\$5.00
February—Robert M. Specia	\$5.00

The Sherwood Githens prizes, established by bequest of Mr. Sherwood Githens, '96, for students of the graduating classes who have done outstanding work in public speaking, were awarded as follows:

September Awards

Joseph P. Pavlovich	\$7.00
James C. Michie	3.50

February Awards

James P. Rabbitt	\$7.00
Edward H. Powers	3.50

The Girard Ginger Association prizes, awarded each term to the Girard College Boy Scout Troop with the best record for scout advancement and hiking, were presented as follows:

September—

Troop No. 411; Mr. B. Frank Severy, Scoutmaster	\$10.00
---	---------

February—

Troop No. 413; Mr. George H. Dunkle, Scoutmaster	10.00
--	-------

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the upper level of the Seventh Grade for the best record in scholarship, athletics, and citizenship combined, were presented as follows:

June, 1948—Robert F. Englehardt
January, 1949—Raymond M. Wilson

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

June, 1948—Company A
January, 1949—Company C

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

### September Awards

1. Stanley J. Glowacki, Company A, Gold Medal
2. Harry Howell, Company B, Bronze Medal

### February Awards

1. Michael Cenci, Company C, Gold Medal
2. Attilio Pascali, Company B, Bronze Medal

To the Cadets ranking first and second in individual drill:

### September Awards

1. William Neopolitan, Private, Company A, Gold Medal
2. Maurice Gawlas, Private, Company D, Bronze Medal

### February Awards

1. Ronald G. Lloyd, Sergeant, Company B, Gold Medal
2. Anthony Gorski, Sergeant, Company D, Bronze Medal

The Joseph G. Simcock Prizes, awarded to the two members of the Junior-two Classes for greatest proficiency in the heat treatment of steel were presented in September as follows:

- |                      |        |
|----------------------|--------|
| 1. Jerome S. Goldman | \$5.00 |
| 2. John D. Kadingo   | 3.00   |

Prizes presented by the College for proficiency in manual arts:

### September Awards

- |  |        |
|--|--------|
| 1. George D. Fisher, books to the value of | \$5.00 |
| 2. John Shelesky, books to the value of..  | 3.00   |

### February Awards

- |  |        |
|--|--------|
| 1. James E. Liberty, books to the value of     | \$5.00 |
| 2. John F. Donahue, books to the value of..... | 3.00   |

Prizes presented by the College in February for the best singing with soprano or alto voice:

- |  |        |
|--|--------|
| 1. Frederick L. Muirhead, Soprano, books to the value of | \$5.00 |
| 2. David L. Roberts, Soprano, books to the value of..... | 3.00   |

### HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Chester Richard Clapper, Robert Eugene Drawbaugh, Donald Ralph Eberhart, James Edward Falen, John Adam Furry, Joseph Giordano, George Davis Hopkins, Harry Millard Logan, Daniel Lang Lynch, Irvin Alexander Miller, James Joseph O'Neill, Harry Alonzo Pittman, Gerald Saulino, James Swahl, Walter William Wagner, Marvin Weiss.

### SCHOLASTIC HONORS IN THE HIGH SCHOOL

Robert Meloney Anderson, Joseph Camperson, Ralph Austin Carl, James Gerald Deegan, Jerome Selig Goldman, Robert Bruce Hennessy, Thomas Ent Keller, Walter Donald Peek, Nicholas Louis Rock, William John Stratton, Eugene Carl Tkacz, Joseph Mark Van Horn.

## APPENDIX J

### CHANGING TRENDS IN THE ELEMENTARY SCHOOLS SINCE 1920

by MISS ETHEL A. SIPPLE

My years at Girard College as Assistant Supervisor of Elementary Schools have paralleled a period of radical changes in Elementary Education throughout the country. We have been sensitive to these outside influences, as well as aware of the varying needs of our boys, and have modified our practices from time to time in order that we might maintain a progressive and well balanced program. The following trends are some of the significant ones that have been fostered here during the last thirty years.

#### *Organization:*

As a part of the Platoon Plan inaugurated in 1916, the Elementary Schools were highly departmentalized from the second grade through the sixth. Even in those days it was unusual to include the lower primary grades in such a plan. Each child had from six to eight different teachers throughout the week. Classes numbered about thirty-two and the pupils were homogeneously grouped. The disadvantages of this grouping far outweighed the advantages as seen in retrospect.

An auditorium, now the Middle School Library-Laboratory, was the center for all moving picture work and for the very limited collection of books. The auditorium plan was thought to be quite a progressive feature at that time. The centralization of film work proved, however, to be very efficient for the handling of equipment but far from satisfactory as a means of integrating the use of films with classroom teaching.

Few library opportunities were available to our Elementary School boys until 1925 when Mrs. Ula W. Echols organized the Children's Department of the Library, which was housed in a rear room in Founder's Hall. Incidentally, it was in connection with the opening of this library that groups of boys were first permitted to pass between buildings without a teacher. Not until

1937 was the Middle School Library-Laboratory organized, also by Mrs. Echols.

Most of the Art and Manual Arts work was centered in special rooms for the purpose, and grade teachers used these media very little. Classrooms were practically bare of illustrative material, especially that contributed by children. Correlation between the rooms was greatly stressed and developed to a high degree. The correlation idea was carried out by means of cards prepared by each subject teacher, each month, on each grade level. These were posted in a parallel grade arrangement so that all teachers having the same class could refer to them and correlate their work. Social studies usually offered the central theme for this planning. As viewed now, this was one of the roots of today's integration, fostered under formal subject matter divisions.

Both Number Seven and Number Ten Buildings (former names for Junior and Middle Schools) were far from attractive. Halls and rooms were painted in dull colors for service. Desks were usually in rows. Almost nothing in the way of decorative articles was in evidence. The Junior School was beginning to break away from this bleakness through the use of sand tables, back drops and some handwork, as termed at that time. It was at a somewhat later period that the Middle School rooms began an aesthetic revival. In the late twenties many fine pictures were bought for numerous buildings throughout the College. Our schools benefited by these purchases, which included most of the pictures now in our halls and in the classrooms.

Our budget by the middle twenties was generous and we had unusually fine equipment, such as encyclopedias in every social study room, many supplementary books, library type globes, picture display racks, and ample shop and art supplies. Today's rigid economy forms a sharp contrast to the full purse of the late twenties.

#### *Method:*

As to classroom procedures, the more progressive teachers were struggling with the "Problem-Project Method." Little did we dream then of the impetus this movement would gather and how it would sweep the educational world later in altered form

as the "Activity Program." These were the days of detailed lesson planning for at least a week in advance. "Outcomes" of projects in terms of skills, habits, and attitudes was part of the lingo of the day. It was also the period of "Course of Study" output. Hours were spent in studying such courses as that of Denver, Los Angeles, Passaic, and dozens of others, and then formulating our own. This task was made more complicated by the effort to provide separate courses on each ability level: one for the good, one for average and one for slow groups.

Our methods were also influenced by numerous "plans" then on the educational market, such as Winnetka, Dalton, Platoon, Contract, and Cooperative. Then, as now, we gathered new ideas from outside experimentation but maintained generally a middle of the road position.

Even in the early twenties many teachers were swinging away from book assignments only, and were using some supplementary aids, such as trips and the moving pictures shown in the auditorium. Some were doing a bit of modeling and relief map work, the forerunner of activities. However, in most rooms formal instruction was the rule of the day. Subject matter was the thing and received major emphasis. "Individual needs" called for much discussion, but more from an academic standpoint than from the viewpoint of the individual as a person.

After-school study periods for the fifth and sixth grades were monitored by governesses from four to five o'clock. These groups consisted of two classes or about sixty-five boys. One can gather how ineffectual such an arrangement was, with the assignments made by teachers and the direction of the period under governesses. About this time "Supervised Study" came into fashion. Dr. Wolf headed a committee to study its application to our needs here at Girard. As a result the monitored study was dropped and all study was moved to the school schedule and became a part of the class procedure.

During these days when subject matter predominated in the curriculum, a series of vertical conferences was held in English, in arithmetic, and in the social studies. Each conference was composed of all teachers from first grade through senior High School

who taught the same subject. These attempts usually proved to be noble efforts but not very productive.

Remedial classes were not organized until 1929. Up to that time boys retarded in their school work were aided to the extent of a teacher's time, which was limited because of large classes. Often repetition of terms was the result. Miss Caroline P. Rhoads was our first remedial teacher and soon proved the value of remedial help. Later we had two such teachers, one for Junior School and one for the Middle School. This instruction put many a weakling on his feet, and it was with deep regret that because of limited funds the remedial classes had to be dropped and these teachers transferred to regular classrooms.

#### *Standardized Tests:*

The first group intelligence test (National) was given in 1920. Both assistant supervisors took work in this field at Teachers College, Columbia. About the same time the first achievement tests were administered, such as Woody-McCall Arithmetic, Ayres Spelling, Monroe Reading, and Trabue Language. Through the years we have held a fairly conservative position in testing. Owing to limited time and expense we have maintained a program that put our needs first, and to meet such needs we used the best tests available, with frequent variations. Never have they been used as the sole means for promotion, as in some schools, but rather for diagnostic purposes and for throwing more light upon the study of the child.

#### *Reports and Records:*

In 1920 the old type numerical marking system was changed to a letter system, A-B-C-D-E. Later this was again changed to E-G-S-F-P. Only academic subjects and conduct were rated. Not until the late thirties did we change to our present system, which includes several social habit marks and provides for narrative comments. This system was the outgrowth of several years of study and experimentation through much teacher committee work. The cumulative record card now in use replaced the old history card which was quite limited in its data.

#### *Assemblies:*

The morning assembly in which pupils participate had its



inception about 1920. At first the programs were largely reports of classroom studies, but they soon grew in scope and embraced contributions from the field of poetry, music, art, and dramatics. By 1930 many plays were being given, often original, and based upon the problem-project material. The development of the assembly program through the thirties and since has paralleled closely the growth of the activity program and has reflected more and more this classroom procedure.

### *Personnel:*

The boys of 1920 were happy, healthy-looking fellows, very courteous and friendly but greatly repressed in many of their situations. Even in those days, they looked a bit quaint in their long black overcoats, black stockings, and close-cropped hair. Their interests were decidedly circumscribed, and regimentation was still marked although much less than a decade before. Boys always had to have the traditional blue pass to go anywhere about the campus, and classes were never without a teacher or house officer in passing between buildings. Every hour, as the classes changed rooms, they were lined up in size order for hall passing. This practice was discontinued in the schools in the early twenties. The small boys were restricted to the grounds and rarely saw the world outside the College.

Gradually responsibility was extended, and in 1925 the Junior and Middle School hallwork was started whereby the third and sixth-grade boys directed hall passing under the guidance of certain teachers. Later the student council became another challenge for initiative and responsibility. Human nature, however, remains much the same, for in the twenties the sixth-grade boys staged a campaign for long hair because they were so sensitive about their almost shaven heads. Today boys of the same age are making a drive for long trousers.

With the modification of many rigid rulings, smaller classes and sympathetic guidance, our boys are no longer so repressed. They are responding in most cases to the fine, happy, balanced school life that able staff members now can provide for them.

Our Elementary School teachers of thirty years ago were mostly Normal School graduates. None had college degrees. By

the middle twenties many were taking extension courses in nearby colleges and were attending summer schools. Good pedagogical ideas were absorbed, which were soon reflected in improved teaching techniques. These teachers were strong in their knowledge of subject matter and able to impart it to children. They carried heavy schedules of five teaching hours a day plus occasional substitute work. Their pupil load in the departmental setup numbered at least a hundred and fifty boys. Little could a teacher know of the personal needs and the interests of any one boy. Many of our most progressive teachers today are those who have had a good Normal School background, who later qualified for a college degree, and who have been adaptable enough to accept the best in current philosophies.

The standing of our Elementary School faculty among the private schools here in the East was relatively high in the early twenties, just as it is today. The teachers possessed fine ideals, were proud of Girard and most desirous of giving our boys better than average school opportunities. We were one of the few schools in this section operating on the Platoon Plan, and, therefore, had many visitors from various parts of the country to observe how such a plan functioned.

About 1910 two assistant supervisors were appointed in the Elementary School, one for each building. A part of their work was that of "relieving teacher," meaning substitute teacher. This plan was followed until the death of Miss Supplee in 1932. At that time the work of the Middle School Supervisor was extended to include the primary grades and she was relieved of all substituting.

Throughout the first decade, supervision was interpreted mainly in terms of improving methods. Demonstration lessons were frequently staged and many conferences were held with teachers on the teaching of subject matter. This was the period when many schools were initiating these grade supervisory positions. After 1920 supervision became more involved with the study of various "plans," methods, and testing programs. As teachers began to take extension courses and qualify for degrees, there was less need for demonstration lessons and more need for studying and absorbing new ideas gathered from outside sources.

In the mid-thirties, group conferences on each grade level were organized and these are still a part of the supervisory program. In these conferences opportunity is given for the discussion of classroom and building problems, and for the advancing of new ideas and plans. They have become our educational clearing house.

Supervision today assumes, therefore, an aspect different from that of 1910. Its function now is for the most part directing the many phases of our school program and balancing and integrating the skills, classroom activities, library study, trips, the use of visual aids, radio, etc. New teachers while well prepared academically often are inexperienced in "activities" and need much help. It is heartening to see how quickly such teachers grow when the opportunity is given them.

One of the most important supervisory contributions has been the attempt to maintain a reasonable teaching load and so guard the health of the teaching staff, for in so doing we have had more efficient and happier teachers, which means a better school program for our boys.

We now stand at a most promising time in this work. So many avenues are opening for excellent procedures in our Elementary School program that intelligent and sympathetic supervision becomes more and more essential in our school organization.

And so the years have brought many changes, mostly desirable ones. The problems of 1920 now seem simple compared with the more complicated ones of today. Then, discipline was interpreted mainly in terms of quiet classes and quick acquiescence to adult directions. With smaller classes, straight grades, and more opportunity for democratic living, discipline has become more personal and calls for intelligent responses from within the child in the balancing of privilege with responsibility. This is a goal more difficult to attain.

The overemphasis on subject matter has given way to a feeling for the needs and interests of the child, so that today we are faced with the multiplicity of opportunities surrounding the Girard boy. Therefore, we are selecting, evaluating, and balancing these potential factors in order to guide the boy wisely through his early years.

The Elementary School of Girard College challenged its teachers of the twenties, the thirties, and the forties, and I am sure that it will continue to challenge the teachers of the fifties, to bring to the Girard boy the best in education, so that the purpose of the College so ably stated by Stephen Girard may be fulfilled.

## APPENDIX K

### TEACHING ZEAL FOR DEMOCRACY IN GIRARD COLLEGE

by DR. MORRIS WOLF

#### I

While Girard College was celebrating its centennial in 1948, Commissioner Studebaker of the United States Office of Education was eager to arouse "zeal for democracy" in the nation's schools. He wanted "to set fierce fires burning in the hearts of our pupils for democracy—fires which would at the same time show up the dangerous alternative—totalitarianism." Stephen Girard, a dozen decades earlier, had displayed similar concern under comparable circumstances. During the first quarter-century of Girard's life he was a subject of Louis XV, representative of the totalitarianism of divine-right monarchy. In the next quarter-century of his life, as a Pennsylvanian, Girard lived through the period of the American and the French revolutions which, under the name of republicanism, exalted democracy and the rights of the common man. Girard learned, like Commissioner Studebaker, that a nation can be a free society only if the young are led early into that way of life. He, too, wanted to set fires burning for democracy in the hearts of the young. In 1830 he wrote in his will establishing a college for orphaned American youth that "by every proper means a pure attachment to our republican institutions, and to the sacred rights of conscience, as guaranteed by our happy constitutions, shall be formed and fostered in the minds of the scholars." This purpose has always guided the education of students in Girard College.

This school shares with other social institutions the task of educating youth. This it does within the frame of existing social patterns, reflecting quite faithfully the walk and conversation of

the enfolding society. Hence the defects as well as the excellence of our own national pattern—imbedded in our traditions, social attitudes and habits, customs and sanctions, ideas and aspirations—shape our nation's educational system. The matter is important now that our nation is a world leader at a time when the world is not safe for democracy, and when other nations, blinded to the excellences of our democratic system by the glare of its defects, urge mankind to turn from democracy to totalitarianism. What a challenge to our people to set our own house in order so that our generation shall not fail its magnificent opportunity of world leadership! This challenge and this opportunity rap at many doors in the nation, including the door of education.

In this setting Girard College teaches zeal for democracy.

Teaching zeal for democracy in Girard College, as elsewhere, is done in part by cultivating such traits of democratic citizenship as consideration and respect for personality, cooperation, group responsibility, acceptance of majority opinion, group planning, respect for authority, and tolerance. These traits of citizenship are not peculiar to democracies for most of them have been commended by Hitler, Mussolini, and Stalin, to say nothing of autocrats since the pharaohs. The shape and quality of such traits in any society are determined by its ideals, purposes, attitudes, traditions, and ways—by its social climate. These traits do not develop in a democratic climate in the same way as they do in the climate of a feudal, fascist, communist, or theocratic society. For in a democracy they are nourished in the soil of different principles, chief among them being the equality of men, the dignity and worth of every man, the freedom of every man to be and do his best as a social member, the proportioning of privilege to services rendered and functions fulfilled rather than to family, tradition, or vested interest, and supremacy of the man and not of the state. These traits, so rooted, are cultivated continuously in the life of Girard College.

## II

In the primary division of our Elementary Schools, where most entrants first come, the common task of governesses and teachers is to aid the youngster fresh from home to adjust himself to the

new group life. For a small boy to pass from the simple control of a parent or guardian to that of a seemingly immense institution is indeed an extraordinary experience, one that makes a permanent impression. Governesses and teachers respect the boy's personality while they aid him to find satisfying relations in his new life. Partly, the adjustment is made through formal learning in the classrooms, but much of it results informally from the democratic relations and participation in the varied activities of the entire life of the school. Two comments made by those in charge reflect the overarching aim: "Our whole philosophy is based on living together in a democratic way." "We do not attempt to teach democracy; rather we create a democracy and live in it." Accordingly, in working and playing and being together, the youngsters on the primary level practice living democratically by:

- a. Helping to plan their group activities
- b. Participating in them cooperatively and as equals
- c. Choosing worthwhile activities benefiting individual and group
- d. Thereby exploring individual capacities and interests
- e. Learning to follow directions, to obey voluntarily, to choose wisely, to accept responsibility
- f. Learning to discuss amicably, to think independently but to act cooperatively, to accept majority opinion
- g. Strengthening such social attitudes as kindness, tolerance, willingness to share.

Among outcomes sought are:

- a. Development of the boy's sense of the interdependence of individuals and the group, groups and the community
- b. Respect for personality, for rights of others, for obligations, for leadership
- c. Realization that privilege should stem from service.

Such experiences, begun on the primary level, continue throughout the boy's student days. Their accumulation molds outlooks and habits essential for democratic citizenship.

In the intermediate grades of the Elementary Schools the boy is mature enough to learn more directly about democracy. With his growth in reading ability, he studies about other peoples and their ways, he learns about the larger campus-community life, and he

becomes acquainted with national and world affairs. At the same time, he participates in voting for class leaders who are responsible for various student activities, and he learns of the duties of leaders and followers. The summer camp and the Boy Scout clubs afford precious experiences in democratic relations.

All these purposes and activities bear fruit on the junior high school level. Students participate regularly and by familiar democratic procedures in homeroom meetings, in student elections and conduct of meetings, in control of student movements between classes, and in planning homeroom and assembly programs. Considerable formal instruction in the ways of democracy is given, for example, by the use of the "All Out for Democracy Series" in community civics and by the teaching of geography and history, particularly our own. A course in personal guidance stresses "good citizenship and its fundamental principles in every area of the child's activity." The means used are varied: preparing and presenting relevant plays (continuing an activity widely used in the Elementary Schools), group discussions, outside reading, and classroom projects that culminate in committee reports, homeroom activities, parties, class trips, and other social experiences. Through arts and crafts work the boy practices self-discipline and tries out his talents. Nevertheless, when all is said and done, learning in democracy continues largely to result indirectly from boys' and adults' living together in the school and household groups.

### III

The democratic stamp of the American community already is upon each boy who is enrolled. By the time he reaches adolescence his studies and activities in the Elementary and Junior High Schools and in the Household have deepened its impress. He is accustomed to exercise a voice in planning activities, to choose and be chosen a leader, and to discuss and compromise for the sake of cooperative action. He feels himself, as a group member, an equal among equals, regards privilege not based upon function as unjust, and accepts the freedom to explore and try out his worthy bents and capacities. His sense of freedom, equality, and

personal dignity is reflected not only in his relations with his fellows but also in his relations with persons who are older or in more responsible positions. He acts respectfully to be sure, but is usually comradely and unabashed, except when restrained by his natural juvenile shyness. He knows "he is as good as you are" because like you, he is an American citizen. Upon this basis the High School and the upper halls of the Household build, continuing from the previous levels the informal teaching and actual practice of the ways of democracy.

In the Household and in the High School the boys practice democracy through Student Council, Conference Committee, house committees, class elections and organizations, student leadership, school assemblies that are student planned and directed, student planned and conducted panels, forums, and social meetings. Older students regularly join with others from schools in our metropolitan area in activities promoting democratic understanding and cooperation, such as the Junior Town Meeting of the Air and meetings sponsored by the Junior Red Cross and the Foreign Policy Association. Sports and athletic contests, parties, and other social gatherings make invaluable contributions to democratic attitudes and behavior since in this country they are based on and cultivate democratic traits. Through the house self-help work program and the Student Work Program in the dining rooms and kitchens, every boy contributes useful labor and service on a basis of full equality. He learns early, through practice and in his instruction in the shops, the democratic meaning of the dignity of labor.

Elected student leaders bear responsibility for much group management, such as student decorum within buildings and on the campus, conduct of assemblies and other meetings, and leadership in school musical, military, social, and other organizations.

This complex, continuous practice in the ways of democracy reenforces formal teaching about democracy and in turn is strengthened by it. Girard College, unlike most other schools of the nation, requires all students to study some phase of the democratic way of life, through the social studies primarily, in every year from the primary grades to the senior year of the High School. This continuous program for every student makes it certain that,



through history and geography and civics in the Elementary School, he learns not only about his own nation and its ways and ideals but also about those of other nations. It also makes certain that in the High School, in the work of the Social Studies Department, every student studies not only the history of this nation but also the history of the nations of mankind among whom his nation is now a foremost leader. He also studies the current world scene from the standpoint of American world responsibility and outstanding current problems confronting our citizens. This includes, among other matters, a study of the purposes and organization of the United Nations, its difficulties and problems, the debate on world federation, and state systems which challenge democracy. By such study of this country and of others, powerful reinforcement is given to Stephen Girard's behest that there be formed and fostered in the minds of the scholars "attachment to our republican institutions."

In the High School the formal work of the lower schools is carried forward in various departments, although little direct teaching of democracy accompanies instruction in mathematics, sciences, and vocational skills. While teaching zeal for democracy centers most directly in the Social Studies Department, its work receives powerful, continuous support from the English and the Foreign Languages departments. The recent two-year effort of our students to aid fellow secondary-school pupils in Caen in our sister republic of France, is an example. This project was proposed and directed by the Foreign Languages Department and carried out in large measure by the students themselves through the collection of money and materials to be sent, publicity work, boxing and mailing packages, and handling correspondence with the school in Caen. The language departments play a large part in preparing for and conducting discussion and assembly programs and in sharing in radio and other community projects. They and the Social Studies Department cooperate closely and freely in these affairs.

Through their study of literature the language departments make an invaluable contribution to the teaching of democracy. The opportunity is larger in the English Department. Here, in all the high school years, reading and studying of American literature

are continuous and widespread. Much of this work is historical and biographical, bringing to the student sidelights and details of every period in the development of our nation. Thus the boy supplements and vivifies his study of American history and of problems in the Social Studies Department.

#### IV

The alumni of Girard College are the proof of the pudding. They have a proud record of sharing in the life of their communities. Of the many thousands of living alumni, we know so few who favor nondemocratic systems that they can be counted on the fingers of one hand. Girard College reflects the American way of life both in its student activities and in the careers of the young men whom it sends forth into the wider community at eighteen years of age. Although not experts, of course, these young men appreciate the principles and the opportunities of democratic life, know something about rival socio-political forms, and are aware of the areas of American life that need a better understanding of democratic principles. Their lives as adult citizens show zeal for democracy.

## APPENDIX L

### GRADUATES

Following are the names of those who graduated from the College in 1948:

#### Class of January 1948

Robert Rushton Allen	Howard Bowden Maxwell*
Anthony Robert Ansaldo	Alfred Merlino
Richard Baldacci	Bernard Milus
Brenden Eugene Beaumont	Robert Elmer Mitchell
Kenneth Harry Bofinger*	John Nicholas
Daniel Castellucci	Carl James Nugent*
Henry Cloud	Richard Elson Pealer
John Leo Connolly	Joseph Irwin Peters
Vincent Cugini	Anthony Petolillo
Joseph Louis Devaney*	Charles William Potter*
Richard Lee Field	Donald Henry Price
Edward Shannon Fisher	John Puglisi
George Houston Garman	Vincent Raffaella
Louis Girone	Donald Paul Reimer
John Robert Gover	William Frank Seibert*
William Walter Grater	Edward Howell Sylvainus
John Henry Harvey	David Tavaglione
Richard Harold Hines	Martin Turnowchyk
Robert Iannuzzelli	Lawrence Joaquin Vasquez
Norman Paul Jatz	Edward Verdeur
Ralph Wilburn Katzmar	Frank Abbott Wilson
Thomas Kordish	John Yatchisin
Benedict Walter Krivinskas	Harry Yazujian*
Carl Delbert Lynn	William Bertwin York
Joseph Malina	George Vincent Yuscavage*
John Harvey Marthens	

\* Member of National Honor Society

## Class of June 1948

William Alexander Baker	Frank John Johnson
Robert Elmer Bartholomew*	William Jones
Harold James Bartlett	Bernard Kosloski*
Herbert Oliver Bascome	Horace William Lane
Thomas Beitel	John Lazur
Louis Brooks	Vincent Gerard Lynch
Raymond Clarence Brown	Ernest James March
Lester Knauer Calhoun	Joseph Donald Martin
Robert Cesare Cini	Joseph Matteucci
William Aloysius Cubit	Joseph Ignatius Mayer
John Vincent DeMaio	William Philip Mergo*
Nostick Dougiallo	James Campbell Michie*
William Howard DuBree	James Aulton Nonemaker
Alexander Dudek	Mousegh Paregian
Charles Granville Dyer	Joseph Philip Pavlovich*
Thomas Dzurenda	William Richard Rowe
Bruce Laverne Erb*	Douglas Edward Rowland
John Dale Esher	Donald Eldridge Rutan
Harvey Allen Evans	Leon Frederick Saulsbery
Frederick James Fee	Joseph Benjamin Serbin
Robert Adolph Furphy	Perry James Sickler
Paul Gaughan	Frederick Ellwood Sultzbach
Allan Raymond Gellert	William James Thompson
Samuel George Gilkeson	Michael Tolby
Stanley James Glowacki	Larry Daniel Trexler*
Frank Roger Greenawalt	Wallace Larue Ulshafer
Richard Ralph Gruver	Donald Harry Wescott
Edgar Joseph Guertin	Jay Van Winkleman
Harry Howell*	Gerald Zislin

\* Member of National Honor Society